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AUTHOR Moilanen, Carolyn
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ABSTRACT

Eight alternative educational programs that are part of the Portland, Oregon, Public School District are reviewed in this report. Responses from principals and program coordinators at each school to a comprehensive questionnaire provide information concerning staffing, student characteristics, facilities, course offerings, expenditure per student, and reactions to budget cuts of 50 and 20 percent and to an increase of 10 percent. The Metropolitan Learning Center (MLC), while providing an alternative environment for learning, is significantly different from the other programs reviewed in that participation in the K-12 program is a result of intentional parental choice. Participation in the remaining seven alternative programs is usually a consequence of inability to succeed both academically and socially in a regular school program. Each alternative program allows for a smaller, more family-like instructional setting. The Night School at Grant serves students who have already dropped out of regular high school programs. Two other programs provide part time supplementary education services as incentives to influence students to remain in the regular school; two operate full time schedules concurrent with the regular schools; and two provide comprehensive high school education in a separate physical setting. (MLF)

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PORTLAND PUBLIC SCHOOLS

INTERNAL ALTERNATIVE SCHOOLS

Carolyn Moilanen, Evaluation Department

February 17, 1983

ED236800

The purpose of this report is to provide a current review of the eight alternative programs internal to the Portland Public School District. Principals and program coordinators provided responses to a comprehensive questionnaire survey which was prepared for a March, 1982 evaluation report. A 1983 update of responses from each program, along with supporting documentation is presented in an appendix. Site visitations, program observations and interviews with students, teachers, program directors and host principals were conducted in order to gather information regarding the general and specific program goals, curriculum offerings, staffing responsibilities, and the nature of the student populations served by alternative programs.

The eight internal alternative programs reviewed in this report are:

Metropolitan Learning Center (MLC)

Vocational Village

The Night School at Grant

Cleveland Option

Madison FOCUS

Franklin Alternative

Woodmere Alternative

Catch II

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Each provides a unique educational program for students whose academic and social needs may not be effectively met in more traditional schools. Each program is based upon a staff-designed instructional system and conducted in an environment which reflects the staff perceptions of their students' needs. A single broad description of the Portland Public Schools collection of alternative programs is as elusive as an easy definition of the students who participate in alternative education. The strength and success of these programs may lie in the particularized and personalized nature of each one.

Metropolitan Learning Center

Metropolitan Learning Center (MLC) is significantly different from the other programs reviewed in this report. It is a K-12 option (including a specialized high school program) available to all district students, providing an open structure and an instructional design aimed at aligning the educational program with student learning style. Students are surveyed for areas of interest, and curriculum development proceeds based on a combination of academic requirements and student interests. Parents are encouraged to participate in the selection of their children's course of study. Considerable staff effort goes toward development of enriching learning experiences outside the school in an urban community setting. While MLC does provide an alternative environment for learning, participation is a result of intentional parental choice for their children's education.

MLC serves 360 students K-12, and has a waiting list of 20.

Program	Total Enrollment	Elem/Mid/High	Gen. Fund FTE	Enrollment FTE	82-83 Program Costs	Pupil Costs	Waiting List
MLC	360	117/102/121 +20 K	20.5	19	667,049.	1775.	20

Students Served by Alternative Programs

Participation in the remaining seven alternative programs is usually a consequence of inability to succeed both academically and socially in a regular school program. Services are therefore designed to meet the needs of the student who is classified as "high risk," "potential dropout," or "early school leaver." Alternative programs attempt to provide an equivalent educational program for these students who have a history of some kind of failure in the regular school -- manifested by poor attendance, significant behavior and discipline problems, low achievement, overall disaffection with school, and frequently, a limited or unstable home environment. (See responses to Question 3 in the Appendix.)

While an alternative student is usually one who does not meet qualifications for various special services provided by other district education programs, Special Education as well as some Talented and Gifted students participate in the alternative programs. And though students frequently have some history of poor achievement, many are able to perform satisfactorily in the alternative setting; they manage to remain in school and gain the knowledge and skills which lead to a diploma and increased opportunity for future productive employment.

Students who attend Night School at Grant have already dropped out of one regular high school program. Students in the other alternatives are considered potential dropouts and are referred by staff, representatives of community agencies, or parents. (See responses to Question 2 in the Appendix.)

Excluding MLC, 894 students are served by the internal alternative programs, Woodmere Alternative has a waiting list of 20, Cleveland Option has a waiting list of 12, Madison FOCUS has 8, and Franklin Alternative has 10.

Program	Total Enrollment	Elem/Mid/High	Gen. Fund FTE	Enrollment FTE	82-83 Program Costs	Pupil Costs	Waiting List
V.Village	260	260	28.5	9	1,005,673.	3868.	
Grant	132	132	4.5	29	181,815.	1337.	
Woodmere	65	10/ 20/ 35	6.05	8	171,168	2633.	20
Cleveland	30	30	1.5	20	46,701	1557.	12
*Madison	70	70	4.5	16	117,099	1673.	8
*Franklin	286	286	5.6		121,772		10
Catch	51	49/ 2	2	26.	75,860	1507.	

* These two programs are the only alternatives funded totally by the host high school. Because of the part-time nature of Franklin Alternative, Enrollment FTE and Pupil Costs are not directly comparable.

Programs and Objectives

The chief goal of the alternatives is to provide varying kinds of positive and supportive environments for learning, so that potential dropouts will in fact be able to remain in an educational setting with a greater probability of success for high school graduation and preparation for acceptance of the responsibilities of adult life and employment. (See responses to Questions 9, 10, in the Appendix.) Two provide instruction on a part time basis and five on a full time basis.

The Franklin Alternative and Catch II provide part time supplementary educational service -- approximately 300 high school students are served by

the Franklin Alternative, and approximately 50 middle school and high school students participate in Catch II. Both of these programs operate as incentives to influence students to remain in the regular school; Catch by providing a once-a-week outdoor work experience away from the regular school, and the Franklin Alternative by providing personalized instructional assistance to students who are in danger of failing their high school classes.

Students in Madison's FOCUS and Cleveland Option participate in full time "in house" programs which operate schedules concurrent with the regular high school. FOCUS, the Option and the Franklin Alternative are all supportive of a return to regular school when students appear to have an improved chance for success. Each of these programs is sensitive to student ties to the larger school culture, and each attempts to reflect the positive aspects by providing potential dropouts a reasonable opportunity to succeed within their regular high school, but in a smaller and more secure setting.

Full time comprehensive high school education in a separate physical setting, or a different time frame from the regular school, is provided at Vocational Village, Woodmere Alternative or Night School at Grant. Woodmere also provides an alternative program for elementary and middle school students. Vocational Village and Night School at Grant also offer GED preparation.

Facilities and resources of the host schools are generally available and administrative and staff support for the internal alternatives is positive. Use of support resources may be limited by scheduling, time constraints, or by a perceived need for more specialized kinds of services. (See responses to Questions 4, 8 in the Appendix.)

Only three programs provide for vocational or work experience: Vocational Village, Madison FOCUS, and Catch II.

While MLC is an alternative program by choice, the seven others provide a continuum of services on a referral basis:

Time:	1 day/wk	2 periods per day	full time days	full time days	full time days/ nights	full time nights; 4 per week
Relation to regular school program:	supplement	supplement	in house	Replace regular school program		
	CATCH	FRANKLIN ALTERNATIVE	CLEVELAND OPTION MADISON FOCUS	WOODMERE	VOC. VILLAGE	NIGHT SCHOOL AT GRANT
Age of students:	middle/ high sch. elem. by special arrangement	high sch.	high sch.	elem/mid/ high sch.	high sch.	high sch.
Work, vocational:	outdoor work experience		At Madison, community work exp.		vocational training	

Instruction and Staff

Each alternative program allows for a smaller, more family-like instructional setting. Course goals, learning objectives, and student performance expectations are clearly stated. Consistent adherence to school rules and regulations is required. (See responses to Questions 12, 13, 14 in the Appendix.)

Instruction may be flexible and less-structured, but still includes large and small-group work, as well as carefully individualized basic skills curriculum. Whatever methods are employed, consistent, continuous, personalized nurture and support for student learning is integral to the educational delivery. (See responses to Question 5 in the Appendix.)

Staff typically are highly competent teachers and skilled curriculum developers, as well as seeming to be personally interested and caring for their students. They appear to be skillful counselors, and several have had training or experience in working with emotionally handicapped or disabled learners. The staff teaches; participates in program administration; maintains various kinds of communication with parents, community welfare and law enforcement agencies; and is willing to work with students and small groups for counseling or tutorial assistance outside the regular program hours. (See responses to Question 6 in the Appendix.)

Although each alternative school may appear somewhat limited in its less than optimal physical setting and material resources for support and enrichment, none is lacking in the high energy and expectations of the instructional staff. The nature of staff commitment is exemplified by a general reluctance to allow the alternative situation to become a "dumping ground" for itinerant students. Staff expects that their significant investment in time, personal attention and program development will be matched by increasingly responsible student behavior related to academic and social growth. These expectations are reflected in the required screening process for program entry, regular monitoring of attendance, program participation, and academic growth. (See responses to Question 18 in the Appendix.)

Achievements

In interviews with students, many credited their alternative placement as being the chief reason they remain in school. All commented on the amount and kind of help they received from the staff, and seemed convinced that because of their teachers' interest and assistance they would be able to remain in school and continue their learning, and graduate. Frequent responses described the lack of social pressures and the welcome opportunity to really come to know their teachers and fellow students in the smaller setting of the alternative program.

During various observations of classes in progress, students were involved in traditional kinds of classroom learning activities and their behavior and performance appeared satisfactory. In each setting, a spirit of cooperation seemed to inform both the instruction and the learning.

The average daily attendance in the seven alternatives is 75%. MLC maintains a 92% attendance average.

Students typically remain in the part time Franklin Alternative or Catch II programs from one semester to a year. Over half the students in the other programs remain for one to two years or longer. Because of its K-12 program, MLC students typically remain for much of their school career.

Ninety students graduated in 1982. Twenty-five of these were from MLC. One hundred twenty-one are projected for graduation in 1983, including 25 from MLC. These figures and projections do not include graduates who have participated in the supplemental alternatives of Catch II and the Franklin Alternative.

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APPENDIX

INTERNAL ALTERNATIVE PROGRAMS

AUDITED RESPONSES TO QUESTIONNAIRE

SURVEY

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: IA - Metropolitan Learning Center

1.a Grade levels and/or age levels of students served K-12
1.b Number of students enrolled 380 Number contracted
1.c Number of students enrolled by grade approximately 30 per grade

2. What are requirements for admission? Is there a waiting list?

   Application process. Need for involvement in education. There is a waiting list of approximately 20 students across all grade levels.

3. What are some of the common characteristics of students admitted?

   A variety of learning styles. A desire to learn using their learning styles.

4. Description of facilities -- How long have you occupied them?
   Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   All are used by community school in evening each day, besides our using them all day.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

   A balance of structure and freedom. Use of a variety of teaching styles so all learners can participate.

6. Staffing:

Positions	FTE	Years at school	Degree/certification
17 teachers	15.5	from 14 - 1	MS Tenure
4 aides	1.75	from 14 - 1	
1 admission	1	from 9	M Ed
1 principal	1	from 5	MS
1 asst. prin.	1	from 0	M Ed

   a) Any problems in maintaining staff?

      No

7. How are staff evaluated?

   By the principal.

8. What support services do you rely on, e.g., three schools sharing family counselor?

   Sharing Special Education, Social Worker, Hearing, Speech Testing.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

   To graduate from high school.

   a) Have students made satisfactory progress toward this outcome?

   Yes. Graduation class has been between 20 and 30+ each year since 1975.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

    Scheduled time.

11. Are students satisfied with the school?

    Yes. How many schools in Portland have waiting lists at all times?

12. Does student behavior change at the school? Is it improved?

    Yes. Parents aclaim marked improvement in their child's enthusiasm, interest and behavior; furthermore, they support the school themselves.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

    Yes, definitely. The staff strives to teach students to accept responsibility for their education and to become lifelong learners.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

    Average daily attendance is 350 or 92%.

    Yes, attendance often improves.

    a) What is the average duration of stay/enrollment?

    1 - 13 years.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

    We do not determine.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

    Those who graduate have been remarkably successful in their chosen fields. We've never had a graduate in prison. They have all been contributing members of society.

17. Follow up of students -- How is it done? What happens to them?

Would like to do more -- no funds. Each year from 100 - 200 graduates return to celebrate the graduation of the present class. Feedback is received in many ways.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement - the levels tests

Interest surveys of classes and about school structure help the school better meet students' needs.

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

Observation plus levels testing.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

SAC very aware. Parents visit and participate.

21. What is the budget for the school? What are the sources of funds? How much from each?

82-83 $667,049 District General Fund

22. What is the cost per pupil?

$1,755 per pupil which is probably lowest in the District.

23. If the Program's support had to be reduced by <u>50%</u> what changes would you recommend?

Close school and send to other schools where costs would probably increase.

24. If the Program's support had to be reduced by <u>20%</u> what changes would you recommend?

Reduce staff and number of kids served.

25. If the Program were to receive a <u>10%</u> <u>increase</u> in support what changes would you recommend?

Add arts and foreign language plus improve physical facilities so that we could teach science effectively. Get two larger classes.

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12th grade. Students represent a cross-section of the district population citywide. Students are admitted in September and February.

Guidelines are made clear to students and parents prior to enrollment. We realize that MLC may not be the appropriate alternative for everyone. To be successful, students must be able to handle the freedom and responsibility demanded by the program.

DISCOVER MLC

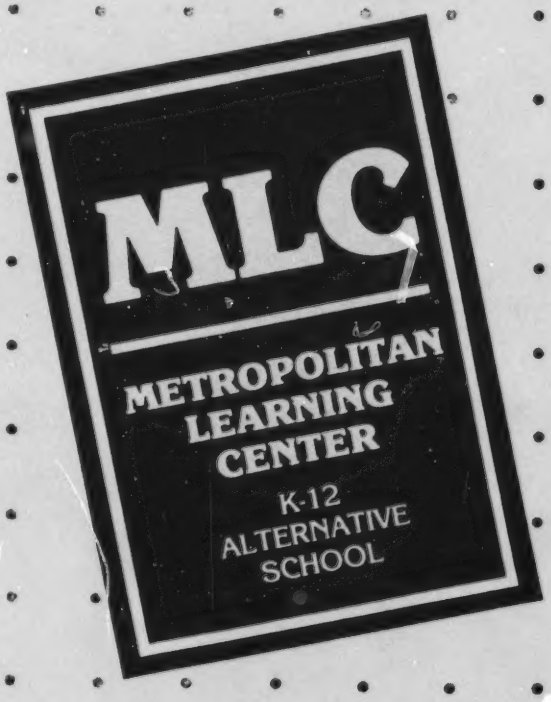
Make arrangements to visit the friendly campus and see the program first-hand. To arrange a visit or to gain more information, please call the school office, 227-6837.

Portland Public Schools offers magnet programs in several high schools. For more information about magnet programs, please call 249-3304.

For more information about Metropolitan Learning Center's program, contact:

Principal
Metropolitan Learning Center (MLC)
2033 N.W. Glisan St.
Portland, Oregon 97209
(503) 227-6837

ALTER-NATIVE SCHOOL



Metropolitan Learning Center (MLC) is an alternative K-12 school within the Portland Public Schools. MLC emphasizes positive, individualized education in an open, caring environment. Students learn independence and responsible decision-making in a supportive educational setting.

The MLC program permits students to progress at their own pace, according to their individual learning styles. Emphasis at MLC is on the individual learning in his/her own way, without thwarting curiosity or narrowing horizons.

ORGANIZATION

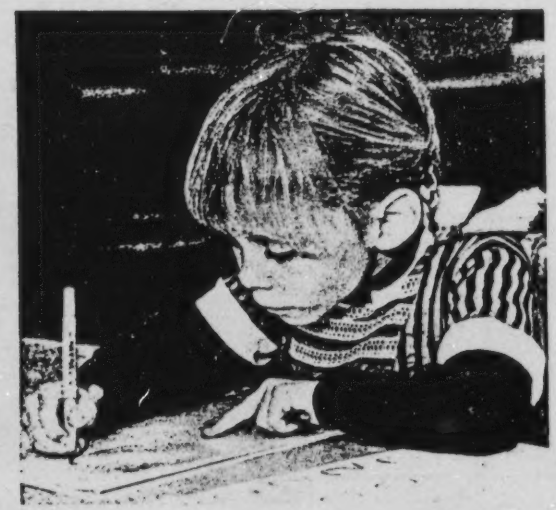
MLC is organized into primary, middle school and high school programs. Units of students representing a cross-section of all the grades meet in a base station for 30 minutes each day for attendance, announcements and interpersonal skill-building in a family-like manner.

ELEMENTARY PROGRAM

Unique aspects of the elementary program are

- ungraded groupings in basic skills classes, allowing students to progress at their own pace, and
- a strong emphasis on reading, math and language arts skills.

Elementary students spend one-half day each day learning basic skills. The balance of the day is spent in exploratory and elective courses.



HIGH SCHOOL PROGRAM

The high school program offers students the opportunity to build a program to meet their own needs, abilities, interests and learning styles.

Off-campus learning experiences are emphasized. These include co-oping with local colleges, special interest placements in classes such as OMSI, Pacific Northwest College of Art, Northwest Film Study Center and volunteer placement in community service organizations.

Students may also elect to carry out independent study programs which can include travel or part-time employment.

High school students, under the guidance of their high school counselors, develop a course of study to assure necessary credits for graduation. Students are required to meet the school district's credit and competency requirements for a standard high school diploma.

STUDENT LIFE

MLC believes that good character development stems from values of responsibility and trust, and that excellence is an outcome of personal commitment.

In support of this belief, the school requires that every student's rights are respected and that an individual's rights do not infringe on the rights of others.

MLC students are encouraged to make commitments to the community, to their peers and to themselves. Effort is made to provide students with a wide range of choice and to encourage them to keep these commitments, once made. Making no choices for productive use of time is not an option at MLC.

ADMISSION

Enrollment at MLC is by application and interview. MLC accepts students from kindergarten age through

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: IB - Vocational Village High School

1.a Grade levels and/or age levels of students served Grades 9 - 12
1.b Number of students enrolled 260 Number contracted _____
1.c Number of students enrolled by grade _____

9th - 40
10th - 69
11th - 50
12th - 46

Almost 2/3 of students registered are male and about 1/3 female.

2. What are requirements for admission? Is there a waiting list?

Students are all disadvantaged or handicapped in some respect and typically near failure in community high schools. 95% are from PPS; outsiders on space available basis.

3. What are some of the common characteristics of students admitted?

Poor attendance patterns, low motivation, disciplinary problems, low academic achievement, especially in Math, Reading and Language. Lack of self-esteem. Many from broker homes or disruptive homes.

4. Description of facilities -- How long have you occupied them?
Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

Present location 10 years. Formerly a small manufacturing plant. We use an elementary school gym, parks, swimming pools, bowling alleys and roller rinks for P.E.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

The main difference is that our learning is self-paced and individualized. Most classes have material at two or three levels, organized and/or developed by the staff, which facilitates delivery of carefully individualized instruction. Credit is earned by completion of Job Sheets and Competency Tests.

6. Staffing: Positions FTE Years at school Degree/certification

(See attached)

a) Any problems in maintaining staff?

None so far.

7. How are staff evaluated?

   Staff is evaluated on State and District forms, using the same procedure as other Portland schools.

8. What support services do you rely on, e.g., three schools sharing family counselor?

   Area and Central Support used in counseling, testing, curriculum and vocational programs.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

   Our goals are to give the students the academic and vocational skills needed for entry level jobs. Thirty to forty per year will graduate with a diploma or GED.

   a) Have students made satisfactory progress toward this outcome?

   Students that stay in the program for one or two years make satisfactory progress. Others drop out after a few weeks or months. We cannot help them if they are not here.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

    Students spend two periods on a vocational area and four periods in academic classes.

11. Are students satisfied with the school?

    Yes. Most have stated they would not want to return to their former schools.

12. Does student behavior change at the school? Is it improved?

    Yes. We notice a marked improvement in attitude and achievement after they have been in the program for a few months.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

    Yes. When they realize we are honestly trying to help them, their productivity increases.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

    Attendance averages 80%. Most start well. After a few weeks the attendance of students 18 years and older drops off.

a) What is the average duration of stay/enrollment?

Attendance of female students is much better than male students. 60% of all students complete the school year. Of these, about 50% stay 1-2 years or longer.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

1. When vocational and academic skills and attitude improve to the point where he/she can obtain and hold a job.
2. When student earns a H.S. diploma.
3. When student passes GED [illegible].

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

(1) Not all. Some leave before they are ready. (2) Students and former students are having difficulties at this time finding employment. This is an economic and social problem. Students who have completed the program are in much better shape for employment than those who have not completed their training.

17. Follow up of students -- How is it done? What happens to them?

Follow-up of students is done through an exit interview when they leave, and through a survey each Spring. Questionnaires are mailed to former students. A few go on for further training, some in the military, some working, some looking for work.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement
b) Teaching/staff
c) Support, equipment, etc.

Students are tested at the time of enrollment, using the Portland levels tests in Reading, Math and Language Usage. This information is given to the teachers so they may select job sheets, texts and units of suitable difficulty for the student. Students must meet Graduation Standards to graduate.

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

(a) Students benefit from the school as described above.
(b) Other high schools favor our existence.
(c) Staff members for the most part like it here. Many have said they would not want to return to a conventional school.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

Area II CAC met here last December. In previous years I have explained our program to Area II CAC. We have our own CAC.

21. What is the budget for the school? What are the sources of funds? How much from each?

	1982-1983	
Basic Budget	$ 905,673	(MCESD provides approximately 358,000 of this.)
State Funds - D&H	100,000	(includes Summer School funds)
TOTAL FUNDS	$1,005,673	

22. What is the cost per pupil?

All funds: $3,868 per year, including Summer School.
District Funds: $3,483 per year including Summer School.

23. If the Program's support had to be reduced by 50% what changes would you recommend?

50% reduction would be a disaster.
1. Eliminate the Evening School program.
2. Eliminate two Vocational areas, reduce aides, reduce one reading teacher, eliminate Home Ec., release social worker, reduce secretarial staff and reduce student body to about 100.

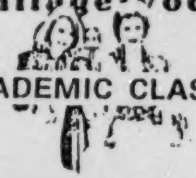
24. If the Program's support had to be reduced by 20% what changes would you recommend?

1. Eliminate the Evening School program.

25. If the Program were to receive a 10% increase in support what changes would you recommend?

1. Add a child care program provided we have more room.
2. Increase the number of aides.
3. Increase budget for tools, equipment and supplies.

al Village·Vocational Village·Vocational Village·Vocational



ACADEMIC CLASSES

ENGLISH

The English Communications course provides experiences in the major language arts areas (listening, speaking, reading, and writing) which will enable the student to communicate satisfactorily in terms of self expression, employment, or further education. Emphasized in the curriculum are reading and literature, composition, mechanics of written language, structure of language, word usage, dictionary analysis, and vocabulary building. A related course in Speech focuses on the varied facets of oral communication, including brief speech-making, dramatic reading, and job interview simulations.

MATH

Vocational math, state competency math (computational skills, reasonable estimations, measuring skills, ordering and comparing numbers, presentation and explanation of numerical information, simple algebra, simple geometry, calculator and computer uses), and G.E.D. math are offered at Vocational Village. In addition, advanced math courses may be taken by qualified students.

PERSONAL FINANCE /ECONOMICS

A required class for graduation directed to the everyday consumer. Topics covered are advertising, consumer rights and responsibilities, contracts, budget, credit and taxes utilized in ones daily life. Curriculum activities involve individualized learning packets, job sheets, filmstrips and a consumer purchasing game.

PERSONAL HEALTH

The Personal Health program at the Village is designed to prepare the student for real life health and personal welfare situations. Its major goal is to get factual information to the student, covering as many phases of health conditions as possible. Self-help, first aid, and CPR are components of the curriculum, as is a resource unit on available community aid. Sex education, human reproduction, adolescent psychology, and communicable diseases are well covered. Emphasis is placed on genetic diseases common in many varied ethnic groups.

PHYSICAL EDUCATION

The P.E. program at the Village is unique because daily travel is involved. Using school vans, students and instructor travel to ice and roller skating rinks, swimming pools, bowling alleys, hiking areas, and parks. Once a week, a gymnasium is used for a variety of other indoor sports. Occasional full-day field trips provide opportunities for extra credit. One hundred thirty hours are needed to complete the activity portion of the course, earned at the rate of two hours or points per day for full participation. A job sheet unit fulfills academic requirements for credit.

READING

Intense individual work with students in the Reading classes helps to develop necessary skills in decoding, comprehension, and vocabulary building and also to stimulate an interest in reading for pleasure. Careful diagnosis is made of a student's reading level and ability prior to entry into the program, with further instruction based on that information.

SCIENCE

The Science program consists of a variety of units to meet the state competency requirements for a high school science credit: scientific method, matter, atoms and molecules, energy, microscope, genetics, general biology, machines, earth science, resource shortages and ecology. Lab experiments are included as a part of the course. Other units are available for elective credit.

SOCIAL STUDIES

Social Studies students may earn 3 credits towards graduation. The one credit course, entitled U.S. History, includes units related to our nation's history as well as historical background presented through cassette tapes, films and novels. The Global Studies course is a one credit course concerning geography, environment, and exploration of different cultures. The ½ credit Government course concerns the student's rights and responsibilities as citizens. The ½ credit Economics course is designed to enable students to function adequately within the economic system. Psychology can be taken as an elective credit by students who desire to increase self understanding and self esteem.

ELECTIVES

ARTS AND CRAFTS

This is an elective class, offering thirty different choices to the student—from free-hand drawing and sketching to stained glass and macrame. Other possibilities include decoupage, string art, leather, wood-burning, candle making, plaster casting, enameling, and T-shirt painting. This course is ideal for those wishing to learn a new leisure time interest or expand a known craft.

HOME ECONOMICS

Home Economics offers much to both men and women as an elective. The choice and opportunities vary with the skill and knowledge. From a beginning basic class to something more advanced and specialized. General areas of study are in foods and nutrition, clothing and textiles, family living and individual development. The amount of credit issued is dependent upon the student's attendance, participation and acquired competencies.

DRIVER EDUCATION

Through the cooperation of other Portland high schools, the complete Driver Ed program is available to the Village students. The Academic requirement of 30 classroom hours is taught here at the school for ½ elective credit. The students completing this course may then choose to go to another Portland high school and do the behind-the-wheel training. Completing the entire course will help make them better drivers and hopefully lower their insurance rates.

Printed by Graphic Communications
Vocational Village High School
Portland Public Schools
January 1982

• FOOD SERVICES • GRAPHIC COMMUNICATIONS •
• HEALTH OCCUPATIONS • INDUSTRIAL MECHANICS • MARKETING • OFFICE OCCUPATIONS • SHEET METAL • WELDING • ELECTRICITY/ELECTRONICS
• MUNICATIONS • HEALTH OCCUPATIONS • OFFICE OCCUPATIONS • SHEET METAL • WELDING • ELECTRICITY/ELECTRONICS
• OCCUPATIONS • FOOD SERVICE • GRAPHIC COM-

ion·Village·Vocational Village·Vocational Village·Vocational Village·Vocation

THE "VILLAGE"

Vocational Village High School is an alternative school serving youth, ages 16 through 21, of School District #1, Portland, Oregon.

All students attending Vocational Village are disadvantaged and/or handicapped in some manner. For most of the students, this is their last chance to overcome a series of failures and frustrations within the public school system.

The Vocational Village staff is committed to helping disadvantaged and handicapped students in the Portland metropolitan area by offering individualized, personalized, academic and vocational instruction.

The major goal of the school is to provide training in eight vocational clusters and related academic studies so that they will acquire the skills and attitudes necessary to obtain and hold a worthwhile, productive job in the community.

Students may also earn a regular high school diploma by meeting the minimum standards and earning the necessary credits as required by the Oregon State Department of Education. A few students, for personal reasons, elect to study for and take the G.E.D. examination.

For further information contact Mr. Richard DeCristoforo, Admissions Counselor—234-6604.

EVENING SCHOOL

Vocational Village Evening School's chief function is to serve the needs of students who are working, seeking employment, or unable to attend day school. While acquiring and updating vocational skills, our program allows students to complete their high school credits for graduation. We also offer G.E.D. pretesting and post review preparation. Vocational clusters available during the evening are: Electronics, Graphics, Office Occupations, and Welding/Sheet Metal.

Contact Les Weber, Evening Supervisor, for further information.

SOCIAL WORKER

The school social worker operates with school staff, students, parents, and community resource personnel in those areas of student behavior which interfere with the students' learning and social or educational adjustment within the school setting.

JOB PLACEMENT

Every student at the Village has an opportunity to seek employment by contacting the Job Placement office. If possible, students are placed on a job related to their vocational cluster. In this way, they receive additional experience in their vocational area and are also equipped to enter the job market with a maximum number of marketable skills. Students working on jobs (training stations) may earn valuable credit toward graduation, and in some cases they may be released early from school to meet employment requirements.

5040 S.E. Milwaukie Avenue
Portland, Oregon 97202
234-6604

VOCATIONAL CLASSES

ELECTRICITY/ELECTRONICS

This program is designed to provide a well-rounded basic knowledge of electricity and electrical circuits, to test equipment, and to experience troubleshooting several pieces of sample equipment. Training in Electronic Assembly will be emphasized to include symbology, color code, component identification, circuit board layout, soldering, desoldering, schematic interpretation, and diagnostic troubleshooting on printed circuit projects. Additional training is available to provide the fundamentals necessary to analyze and remedy the defects of vacuum tube and transistor units.

FOOD SERVICES

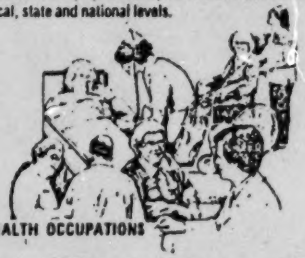
The Food Services cluster is designed to offer students entry-level skills leading to jobs in restaurants and other food-related areas. The competency-based instruction stresses inventory procedures, kitchen management, safety, sanitation ordering and receiving, quantity food preparation, and comparable subject matter.

Food Service students prepare the school lunch daily, and their services are often in demand at luncheons and banquets in the metropolitan area.

GRAPHIC COMMUNICATIONS

The Graphic Communications program provides hands-on lab experience leading toward entry level job skills in the rapidly expanding graphics industry. Areas of program concentration consist of Introduction to Graphics, Process Camera, Paste-Up and Layout, Commercial Art, Typesetting, Platemaking, Offset Press, Press Repair and Maintenance, Screen Printing, Cost Estimating, Copyfitting, Drafting Fundamentals, and Photography.

Students also participate in the school VICA (Vocational Industrial Clubs of America) and compete in the VICA Sponsored Skills Olympics in Graphic Arts and Commercial Arts on local, state and national levels.



HEALTH OCCUPATIONS

The Health Occupations program is a possible 4-credit course in which students have the opportunity to explore careers available in the medical field. These include, but are not limited to, nursing aides, ward clerks, physical therapists, and Home nursing aide(a Red Cross specialty).

Students who complete their chosen course can almost always find openings in the job market when they graduate or get their G.E.D. They are often placed in health facilities for training while still in school.

INDUSTRIAL MECHANICS

The Industrial Mechanics program provides extensive hands-on classroom experience instruction leading toward entry level job skills in the various fields of mechanics. Like other Vocational Village programs, it is open entry, open exit, and individualized for all students.

Competency-based units provide instruction in such areas as small engines, brake safety, tune-up, DEQ testing, cranking motors, charging circuits, tire repair, mounting and balance, and minor and major engine repair. Students learn to write and close repair orders. Audio visual aids, lectures and group instruction further help students secure and maintain employment.

MARKETING

The Marketing class offers basic instruction to students for entry-level jobs in retailing and distribution. Students earn competencies in cashiering, basic salesmanship, human relations, ordering, buying and selling merchandise. For practical experience in these competencies, the advanced marketing students manage and operate a delicatessen. Some jobs available to students after completing the marketing class are these: cashier, salesclerk, stockclerk, warehouse person, receiving clerk, desk clerk, teller, and delivery driver.

OFFICE OCCUPATIONS

Office Occupations gives each student hands-on experience operating various adding and calculating machines, plus the duplicator and copier. We also offer typing at all skill levels and have a word processor for students who have advanced typing skills. Other courses offered are Clerical Practice, Office Machines I and II, Filing, Recordkeeping, Accounting I and II.

The use of job sheets and practice kits allows the student to work and progress at his own pace, the emphasis being on completing the task successfully. Neatness, legibility and accuracy are stressed as well as development of human relations skills. This emphasis allows the student to accumulate knowledge valuable not only in office careers but also in other vocations and in everyday life.

SHEET METAL

In preparation for jobs in the building and sheet metal trades, this course emphasizes a broad range of skills from the use of simple hand tools to the use of power machinery. Materials used are black iron and galvanized iron. The layout methods are restricted to simple layout, parallel line layout, and radial line layout. Emphasis is placed on hand and machine processes, measurement and layout.

WELDING

The course in welding develops skills, judgment, and attitudes needed in the metal building trades. It prepares students to experience success in further education or future metals-related jobs or on a training program in industry.

Components of the course: shop safety, shop math, fundamentals of welding, metallurgy, blueprint reading for the welder, and welding theory.

82-83

AREA II STAFF UTILIZATION RECORD

SCHOOL Vocational Village

PERSONNEL[1]	ASSIGNMENT	F.T.E.[2]					
		SCHOOL	DIST/ AREA	TITLE I	STATE ADVAN.	OTHER	OTHER
Anastasiou, Vasilios	Metals	1.0					
Barnes, Elizabeth	Office Occ.	.5					
Bell, Frank	Metals	.5					
Bennett, Charles	Graphic Comm.	1.0					
Darling, Lynda	Reading	1.0					
Davis, Eleanor	Job Placement Sec.	.5					
DeCristoforo, Richard	Social Worker	1.0					
Downing, Priscilla	Home Ec.	1.0					
Duncan, James	Math/Science	.5					
Eggiman, Linda	Science/Phys. Ed.	1.0					
Erickson, Paul	Principal	1.0					
Fuller, Evelyn	Office Occ.	1.0					
Hidley, Mary Lou	Reading				1.0		
Haines, Daniel	Custodial		.8				
Hamby, Francene	Social Studies	1.0					
Harold, Gloria	Secretary	.5					
Jensen, Harold	Graphic Comm.				.3		
Martin, Kathleen	Inst. Aide						.5
Mesplay, Toni	Special Ed.						1.0
Meyer, Barbara	Math.	1.0					
Montague, Patricia	Food Service	1.0					
Palmer, Jerry	Marketing	1.0					
Palmer, Lola	Clerk	.5					
Sayers, Warren	Custodial		.8				
Schwehr, Leona	Clerk	.5					
Shandy, Donald	Electronics	1.0					
Sweet, Ellin	English				1.0		
Thompson, Donald	Industrial Mech.	1.0					
Tranch, Colleen	Health	1.0					
Vanelli, George	Eng./Soc. Stu.	.5					
Weber, Lester	Job Placement/Eve. Supervisor	1.0					
Wells, Nancy	Secretary	.5					
Williams, David	Unit Leader A	1.0					
Woodson, William	Counselor	1.0					
Penn Adrina	Aide	.5					
STAFF TOTAL 35	TOTAL FTE 28.4	23.0	1.6		2.3		1.5

[1]Personnel: Teachers, Administrators, Secretaries, Clerks, Aides, others.

[2]F.T.E.: 1.0 for certified staff and .5 for secretaries and aides.
The "School" column is for the FTE allocated to the school's budget, other columns for budgets as indicated.

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: IC - Night School at Grant

1.a Grade levels and/or age levels of students served Ages 14 - 21
1.b Number of students enrolled 132 (150 maximum) Number contracted _____.
1.c Number of students enrolled by grade Varies, fluctuates

2. What are requirements for admission? Is there a waiting list?

   Out of regular school. Reside within boundaries of PPS. Employed or seeking employment during regular school hours. Mostly from the former Adams and Washington/Monroe areas and from the current Grant, Franklin, Jefferson and Clevelend areas. Special Ed. must have IEP.

3. What are some of the common characteristics of students admitted?

   Lower income background. Disaffection with regular school. Streetwise sense of hopelessness. Need to work.

4. Description of facilities -- How long have you occupied them?
   Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   One former classroom used full time as an office. Five other classrooms used on a shared basis with the Grant day school. No agreement with business; working relationships with certain business administratirs -- 3.g., M. Goranson, Bank of California.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

   Comprehensive offerings leading to graduation, job placement, or return to regular school. Among our unique features are the following: ability to serve students in each class, from grades 9-12, with varying levels of achievement, with varying ability levels and erratic attendance records. We help students secure work/apprentice experience.

6. Staffing:

Positions	FTE	Years at school	Degree/certification
Director/Teacher	1	11	Master/Standard
Curr/Teacher	1	8	Master/Standard
Teacher	1	2	Master/Standard
Teacher	1	2	Master/Standard
Secretary/Security	1/2 / 1/2	1/New	

(1/2-time secretary works in the mornings and a 1/2-time security person works nights.)

a) Any problems in maintaining staff?

No.

7. How are staff evaluated?

Above, plus student evaluation, and teachers evaluating each other.

8. What support services do you rely on, e.g., three schools sharing family counselor?

Educational Media: District Program, Grant High School's administrative team of Principal and Vice-Principal.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

Students learn to adopt adult behavior as well as work to achieve job placement, graduation, G.E.D. or a return to regular school.

a) Have students made satisfactory progress toward this outcome?

Our bias say that we are successful at what we purport to do.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

The staff maintains a four-class schedule for students that approximate the desired course schedule of day school (see attached sample schedule).

11. Are students satisfied with the school?

Most students say that they would quit school rather than return to a day program.

12. Does student behavior change at the school? Is it improved?

Yes, because the student must accept responsibility for his success or failure at demonstrating adult actions. Changes in behavior are dramatic through the year.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

Yes, because the classes are designed with the student in mind, and the student is responsible for making out his own program.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

Improved in some cases; students who take on heavy work loads outside of school suffer from fatigue.

a) What is the average duration of stay/enrollment?

One to two years.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

Students are the ones who make that determination by returning to the regular school, getting a GED or applying for graduation when they feel they are ready.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

Yes and no. We experience some dropouts. However, we have had success stories as well -- GED completion and graduates. The real criteria for success is that the student is able to support himself and care for himself.

17. Follow up of students -- How is it done? What happens to them?

Done very informally. Students return and share their experiences with staff members, or it doesn't happen.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement
b) Teaching/staff
c) Support, equipment, etc.

A daily record is made of the class attendance and performance for each student in the program. From this information credit is given toward completion.

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

(a) Yes, students seek us out. (b) Other school administrators refer students to us.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

They are aware; no visit.

21. What is the budget for the school? What are the sources of funds? How much from each?

82-83 - $181,815 District General Fund.

22. What is the cost per pupil?

$1,377

23. If the Program's support had to be reduced by 50% what changes would you recommend?

Close it down knowing that most of the students would drop out of school while the remainder would return to a day school program where the cost per pupil is much greater.

24. If the Program's support had to be reduced by 20% what changes would you recommend?

See No. 23.

25. If the Program were to receive a 10% increase in support what changes would you recommend?

We would use the money to hire additional day school teachers on a per-hour basis to expand our curriculum.

5087E
2-17-83

SAMPLE SCHEDULE

NIGHT SCHOOL AT GRANT

I 5:45-6:30	TYPING	FREEHAND DRAWING	GED PREPARATION AND BASIC SKILLS	NEWS, GOVERNMENT & POLITICS
II 6:40-7:25	TYPING	ENGLISH: WRITING	INTRODUCTION TO COMPUTERS	STOCKS, BONDS INVESTMENT ANALYSIS
III 7:35-8:20	MATH MONEY MANAGEMENT	WOMEN'S STUDIES	COMPUTER WORK	SCIENCE MEDICINE
IV 8:30-9:15	CALLIGRAPHY	BEGINNING READING	LAW	BASIC STUDIES TUTORING IN MATH, READING ENGLISH

GRANT

NIGHT SCHOOL

1. WHAT IS IT? We are a night school for working students who want to earn credits that lead to either a regular Portland High School Diploma or a General Education Diploma. Four classes (and four credits) are offered each night from Monday through Thursday. Every class you attend goes toward earning course credits needed for graduation. Up to two more credits can be earned for off campus learning experience. It is thus possible to earn up to six credits each school year.

2. ANY REQUIREMENTS? You must have or find work for at least 20 hours per week, live within the boundaries of the school district, and control your life like a responsible adult.

3. HOW DOES NIGHT SCHOOL WORK? Just as most jobs pay for hours worked, night school "pays" in CLASS CREDITS. There are several classes offered each period; pick the one you need and then attend. You'll earn one class credit for every class you work in successfully. That means; get there on time, do the work expected, and meet your obligations to other students and staff. At the end of each school night, the staff will record all of the class credits you earned on a master list.

4. HOW ABOUT CREDITS FOR GRADUATION? At the end of each grading period, the staff will assign up to four quarter COURSE CREDITS for going to school. These are based upon the number of class credits you earn. You get class credits that apply to course credits whenever you attend. There are about 30 class credits needed for each course credit on your report card.

5. HOW ABOUT OUT OF SCHOOL LEARNING CREDIT? It is possible to earn up to two credits each school year based upon reports from you that were arranged by a staff member.

6. IF NOT WORKING? Make an appointment to meet with a staff member between 9:00 A.M. and noon. Keep track of your efforts by writing down the DATE, TIME, PLACE, and PEOPLE you talked to about employment.

7. WHAT ABOUT BEING ABSENT? There are two acceptable excuses for being absent: (a) you were held over for work by your employer; or (b) you were sick enough to be treated by a doctor. The class credit requirements needed for course credit is adjusted to allow for other reasonable absence; therefore, no excused absence will be allowed for reasons other than the two stated above. To get credit for an excused absence, it is your responsibility to WRITE a note explaining and asking for excused credit.

(over)

8. WHAT DOES ALL THIS TALK ABOUT ADULT BEHAVIOR MEAN? Every student has the right to learn and every staff member has the right to teach. No one---- staff or students----may interfere with those rights. Night school students traditionally conduct themselves in ways that allow everybody to work and learn in a place that is free from tension, abuse, or fear. An occasional "child" comes along with bad habits; every staff member will always deal with immature and hostile behavior as a first priority duty. Any student who uses Verbal Assault (threat) will be asked to "hit the road." Any student who uses battery (first punch) will be expelled. Any student or staff member has the right to present a charge against any other student or staff member before a panel of students who will have the full authority of the School Director to make a decision about the case.

9. IS NIGHT SCHOOL FOR ME? Don't sign up for any program until you've looked into it thoroughly. We suggest that you: (a) meet with a staff member who will be available every morning from 9:00 A.M. to 12:00 noon and make an appointment to talk about how the school might help you; (b) talk to students who are currently enrolled or who have graduated (their impressions are important); or (c) make arrangements to visit classes for a day or two. Keep in mind that working during the day and going to school four nights a week will be the hardest job you will ever have. It is a credit to our graduates who have taken on this difficult way to go on with their lives. If you decide to come along, welcome to the family.

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: THE CLEVELAND OPTION FOR EDUCATION (COPE)

1.a Grade levels and/or age levels of students served 9, 10, 11, 12
1.b Number of students enrolled 1982 24-30 Number contracted _____
1.c Number of students enrolled by grade _____

9th	8
10th	8
11th	7
12th	2

2. What are requirements for admission? Is there a waiting list?

   1. Referred by counselor or administrator or (outside social agency) self-referral.
   2. Application followed by interview by staff, input from previous teachers, and a week visiting the program.
   3. Placement on a waiting list if need by (waiting list varied from zero to 12).

3. What are some of the common characteristics of students admitted?

   1. History of poor attendance
   2. Distressed family situation
   3. History of inability to adapt to traditional classroom situations
   4. Inexperience in study/learning skills
   5. Negative self-image
   6. Poverty
   7. Lack of discipline

4. Description of facilities -- How long have you occupied them?
   Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   Large classroom with varied learning materials. Utilize library and counseling staff. Experimental learning was used more than now, mostly because all transportation funds have been cut. Use community services and resources, with weekly guest speakers.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

   All required courses are/will be offered for student graduation except Art, Music and Lab Science, which are taken in the regular curriculum.

   Option Offerings: English, Sociology, Health, Writing, Global Studies, Math, U.S. History, CESA and PE.

6. Staffing:

Positions	FTE	Years at school	Degree/certification
Teacher	1.0	1	BA + Basic Secondary
Teacher	.5	1	BA + Basic Secondary

a) Any problems in maintaining staff?

Began year with full-time aide, but found teaching ability needed. Was lucky to find teacher who had been with program a full year willing to work part-time.

7. How are staff evaluated?

Above, plus student evaluation, and teachers evaluating each other.

8. What support services do you rely on, e.g., three schools sharing family counselor?

Community resource, mainly in form of guest speakers. Also, school support staff, especially counselors (one held a weekly counseling group for Option girls).

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

a) Have students made satisfactory progress toward this outcome?

Re-enter regular program in public schools (part or full time)
Meet graduation requirements while in the Option program.

Two students are seniors also going to night school who will graduate in June; all but seven take at least one class in Cleveland's regular program; several will return to Cleveland's regular program next year.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

Period 1	Math
Period 2	Writing/US History
Period 3	Global Studies/English
Period 4	English/CESA
Period 6	Sociology/Health
Period 7	Health/PE

11. Are students satisfied with the school?

As satisfied as they'd be with any school.

12. Does student behavior change at the school? Is it improved?

Most change markedly for the better, especially in attendance, classwork, "socially acceptable" behavior and speech, study habits, relationships with other students.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

Little by little -- it increases as the year goes on.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

About 55-75% attend in any one day. When one considers that all were hardly attending classes at all before they entered the program, this attendance is encouraging.

a) What is the average duration of stay/enrollment?

Varies greatly. We processed 35 students September 1982 - January 1983. Three dropped out of school but will return to the Option second semester, 2 moved, 1 is going to PCC for GED, 1 to service, 1 to regular program, 1 to work, 1 to Vocational Village.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

Since students can meet most graduation requirements in the program. Leaving the school isn't necessary; in some cases leaving is undesirable. We do encourage students not to be isolated from regular school community and activities. We view the Option as a part of CHS; it is the indivdualization in a self-contained classroom, as well as teaching methods to meet needs of the students we have that set it apart from the regular program.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

Students who leave the program and continue in the regular Cleveland program do well. Many students who leave do not continue their schooling.

17. Follow up of students -- How is it done? What happens to them?

Staff feedback if in the regular curriculum and informal chats in the halls with the students. There is no formal follow-up.

18. What kind of information do you collect routinely on the students? What do you do with it?

Information from their regular teachers before they get in the program and while they are in the program. Information from their counselors and often their parents. Occasionally, indepth counseling which the screening committee and counselors handle. We use the information to better deal with and teach the student.

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

Academic and attendance records, personal/individual counseling sessions, group meetings, remarks from staff and administration, comments from parents, and students' self-evaluations.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

Not to my knowledge.

21. What is the budget for the school? What are the sources of funds? How much from each?

Total budget: $46,701

22. What is the cost per pupil?

Approximately $1,560 per pupil.

23. If the Program's support had to be reduced by 50% what changes would you recommend?

I can't envision any further cuts. We've 1.5 FTE and that is all.

24. If the Program's support had to be reduced by 20% what changes would you recommend?

I can't envision any further cuts. We've 1.5 FTE and that is all.

25. If the Program were to receive a 10% increase in support what changes would you recommend?

All 10% into transportation and field trip funds. It is important to get the students learning in the community, because they learn better there and need to learn about its resources, etc. This seems to be the biggest lack in the program.

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: IIIB - Madison FOCUS

1.a Grade levels and/or age levels of students served 9 - 12
1.b Number of students enrolled 70 Number contracted _____
1.c Number of students enrolled by grade _____

Freshmen	11
Sophomores	19
Juniors	21
Seniors	19

2. What are requirements for admission? Is there a waiting list?

   Referral by counselor, parent or administrator. 8 students on waiting list now.

3. What are some of the common characteristics of students admitted?

   Our students have been dropped from regular Madison, have dropped out themselves, or are doing so poorly that they are flunking. Most students come from unstable family backgrounds and seem to thrive on a smaller, more personal program. They are for the most part not low-ability students, only low in motivation.

4. Description of facilities -- How long have you occupied them?
   Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   We have three classrooms in the Madison building, one large enough to hold staff desks, book shelves and files, plus be used as a classroom. We can use other Madison classrooms if needed (such as Art, Computer Math) on an availability basis. Most of our PE is taught out of the school building. Our students are free to take a regular Madison class although, in general, interest is low.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

   Besides basic skills classes and numerous special interest classes, we have included a Self-Study program and the PACE Program (Practical Application for Career Exploration). PACE allows students to receive high school credit for doing volunteer work in the community at local businesses. Self-study credits can be obtained by doing individualized self-contained packets in all subject areas. The staff organizes and develops varied levels of materials to meet student needs (see attachments).

6. Staffing: Positions FTE Years at school Degree/certification

At present time we have 3 full-time teachers, 1/2 time teacher-1/2 time director, 1 full-time aide for an FTE of 4.5 provided from the regular Madison program.

Name	Years in FOCUS	Certification
Carrie Jones	7	Science/Math
Kathleen Nolf	3	English
Leon Lincoln	11	PE/Art
Michael Bontemps	1	Social Studies
Janet Hoerauf	1	Aide

a) Any problems in maintaining staff?

This program is a difficult, challenging and only sometimes rewarding place to teach. But the staff is enthusiastic and good-humored and works well together. People rarely want to leave before the burn-out period (6-8 years).

4.5 teachers for 70 students is indeed an excellent student-teacher ratio. Providing this FTE from the regular program has been a critical problem for the Madison administration. We are given no consideration whatsoever as far as FTE is concerned in relation to the alternative program. The Madison administration hopes that the district will make some adjustment, perhaps by backing up 50% of the FTE for the 1983-84 school year, as it is difficult to work under this present system.

7. How are staff evaluated?

The staff/teachers, aide and director are evaluated by Madison's administrators.

8. What support services do you rely on, e.g., three schools sharing family counselor?

The only support services we have are those of the school social worker and public programs. We sometimes suggest students contact the Outer East Youth Service Center, but mostly we refer people to the school social worker. We could use more direct help in this area! Other in-house support services provided regular Madison students are available.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

a) Have students made satisfactory progress toward this outcome?

We do not expect students to necessarily reenter the traditional program. Last year three students chose that route. Most students join FOCUS either their sophomore or junior year and remain until graduation or leaving public schools.

The realistic expected outcome for FOCUS students is that they graduate from the program. It is a highly-structured program and attendance is mandatory. Unfortunately, not all students graduate from the FOCUS program. There are ten or twelve students that are expected to graduate this year.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

Students are in classes from 8:20 to 1:30, a five credit program. The time allocation is the same as the rest of Madison, although our division of time is different and a course cycle lasts four weeks. Approximately 30 PACE students are at their job during two hour periods of the school day.

11. Are students satisfied with the school?

Since the inception of our PACE Program and Self-Study Programs we have heard fewer complaints and more positive remarks than in the past. Our waiting list includes numerous students who would like to join FOCUS mainly because of these new additions.

12. Does student behavior change at the school? Is it improved?

Student behavior has shown steady improvement for those students entering the program. Smoking on school property still remains a major problem for the administration. However, the administration is certain that if this program did not exist, these same students, or approximately 80% of them, would not be attending any form of educational pursuits. FOCUS works hard to build up the trust level; we deal with many authority types. 90% of the students that have been sent out to a PACE job have gotten excellent references (see attachment).

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

We stress personal responsibility. Students are held accountable for their actions, this is a straight-forward policy -- all coaxing aside. We will counsel students and try to encourage their attendance and participation, but we make it clear that it is their decision. This approach seems to work and students respect it. Even when they are dropped or choose to go elsewhere, they know that it was because of choices they made and actions they took. I feel this is a very successful aspect of our program -- it helps the student gain control over himself/herself and their environment and, therefore, gain a better self concept.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

Attendance has improved considerably. We feel that it's because of the PACE and Self-Study Programs. They cannot be in either program unless

they are attending regularly. (Each day our aide calls home and checks on absences so that we know who is legitimately out. Those who do not have reason for being absent are given cuts in classes. These must be made up in order for a student to receive credit. We put great effort into attendance. Students must always do make-up for absences.)

a) What is the average duration of stay/enrollment?

There is no evidence as to how long a FOCUS student will remain in the program. Some leave after one year, some after two. There has been approximately a 37% turnover. This figure has improved this year. So far, only about 16 have been dropped, or have dropped out.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

When we see that a student has the ability to make an intelligent decision or they earn a degree. At mid-year and the end of the year, we have extensive meetings with students to discuss their progress and make plans for the future. We are not set up to divert students back into the traditional setting. If it seems appropriate or a student wishes, we support such a move. While we encourage students to enter traditional Madison program, the decision remains with the student.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

Usually those who leave FOCUS have made a decision we support, whether it is to take a job, transfer to another program or move into the traditional program. Because the move is by student choice, there is a better chance he/she will be successful, but each choice is so individual it isn't possible to always predict chances for success. The PACE Program enables students to leave with some practical job skills.

17. Follow up of students -- How is it done? What happens to them?

We contact parents and let them know we are available for help in the future. We have worked this year on trying to give students whom we drop due to non-attendance better counseling. We want them to at least leave understanding what their next choices are.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement

We test students upon entering the program in math reading and writing. That allows us to place students in basic skills classes. We do monthly evaluation of student work.

b) Teaching/staff

Our staff meets regularly to discuss problems, policy decisions and student performance. We try to share information on students so that we

can be consistent with their particular needs. Each month at the end of the cycle we have a student review and go over their progress, sharing ideas of interventions that might be successful.

c) Support, equipment, etc.

We coordinate efforts with school attendance workers daily. We also get input from counselors on students before they enter FOCUS.

19. Do you have a way of determining the effect of the school on:
(a) students, (b) other public schools, (c) staff?

(a) We generally go by the feel in this area. Many of our students will tell us FOCUS has helped them and many continue to have negative attitudes about school. Our best indication of our effect is probably the willingness of the student to stay actively involved in our program.

(c) We are on different schedules from regular Madison program and our students are very visible. There have been occasional strained relations but basic understanding has improved tremendously in the last few years.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

In the last year we have appeared before the Area Advisory Committee twice to explain our program. The School Advisory Committee is aware and the FOCUS program hopes to meet with both groups to explain new elements of the program in the near future.

21. What is the budget for the school? What are the sources of funds?
How much from each?

School Budget - $117,009.

22. What is the cost per pupil?

$117,009 divided by 70 = approximately $1,671.00 per pupil

23. If the Program's support had to be reduced by <u>50%</u> what changes would you recommend?

It is impossible to run our program with less than what we have.

24. If the Program's support had to be reduced by <u>20%</u> what changes would you recommend?

We would have to discontinue an aide who also serves as secretary.

25. If the Program were to receive a <u>10%</u> <u>increase</u> in support what changes would you recommend?

If we had an increase, we would want to add another teacher. We would also continue and expand the volunteer job placement program PACE with a full-time coordinator and more money for transportation. It would be helpful to have funds to use also for field trips that we try to make an integral part of our program.

PORTLAND PUBLIC SCHOOLS

FOCUS ALTERNATIVE PROGRAM
MADISON HIGH SCHOOL / 2735 N.E. 82nd AVE / PORTLAND, OREGON 97220 / PHONE:(503) 255-6810

ANNOUNCING A BRAND NEW FOCUS

FEATURING

PRACTICAL APPLICATION OF CAREER EDUCATION - P.A.C.E.

P.A.C.E. offers students a unique opportunity to receive on-the-job training during school hours.
For this volunteer work, the student receives high school credit in appropriate areas.
Forty jobs are available ranging from working with an oral surgeon, florist, Multnomah County Sheriff, Portland Police, day care teacher to volunteer work at Providence Hospital, the Department of Transportation and the Donald E. Long Home.
Students are closely evaluated (once a week)by supervising teacher.

SELF-STUDY

SELF-STUDY is designed to enable students to learn at their own pace, either at home or at school. Each Self-Study packet (unit) is worth the equivalent of 10 hours of school work, completion of sixteen units (160 hours) is equal to one credit. That's more than the State requirement to ensure the time is evaluated correctly.
Self-Study units include all curriculum areas including science (biology to genetics)to language arts (mythology to vocabulary). We offer sixteen different units.

FOCUS also continues to offer six more "traditional" classes daily in all areas of curriculum.

We now can offer students three ways to complete their high school education. All programs work hand in hand. For example, a student may take three more traditional classes in the morning, then work in P.A.C.E in the afternoon. Or a student may work in P.A.C.E in the morning and work at Self-Study packets in the afternoon.

Students and teachers alike are excited about the new FOCUS.
If you would like to come visit, give us a call.

Sincerely,
Carrie Jones
Carrie Jones, director
Kathleen Nolf
Kathleen Nolf

kn

~ FOCUS ~

JANUARY, 1983 — SELF-STUDY PACKETS

ART

Calligraphy
Watercolor I
Watercolor From Life

ENGLISH

Journal Writing I
Journal Writing II
Spelling I
Spelling II
Spelling III
Vocabulary I
Vocabulary II
Read a Book
Books by S.E. Hinton

HEALTH

A Child Is Born
Below the Belt (Sex Ed)
Health Problems (Drugs)
Investigating Your Health
Physical Fitness
This is Your Body

MATH

Ratios and Metrics
Personal Finance I
Personal Finance II

SCIENCE

Atoms and Molecules
Earth Science I
Earth Science II
Energy
General Biology
Human Biology
Heat
Genetics
Zoology

OTHER

Driver's Education

SOCIAL STUDIES

U.S. Constitution

PORTLAND PUBLIC SCHOOLS

FOCUS ALTERNATIVE PROGRAM
MADISON HIGH SCHOOL / 2735 N.E. 82nd AVE / PORTLAND, OREGON 97220 / PHONE:(503) 255-6810

CARRIE JONES, DIRECTOR

P.A.C.E. (Practical Application for Career Exploration)

PROGRAM

THE PORTLAND PUBLIC SCHOOLS OFFERS AN ALTERNATE PROGRAM FOR STUDENTS WHO WANT AN EDUCATIONAL EXPERIENCE OUTSIDE OF THE REGULAR HIGH SCHOOL SETTING COMBINING TRADITIONAL CLASSES WITH VOLUNTEER WORK IN THE COMMUNITY.

SCHEDULE

STUDENTS WILL ATTEND REGULAR CLASSES IN THE MORNING WITH THE FOCUS STAFF WHICH WILL PREPARE THEM FOR SUCCESSFUL INTEGRATION INTO THE LABOR MARKET. STUDENTS WILL BE AVAILABLE FOR VOLUNTEER WORK FROM 11:30 A.M. TO 1:30 P.M.

STUDENT

THIS PROGRAM IS DESIGNED FOR BOTH MALES AND FEMALES OF HIGH SCHOOL AGE. IT WILL PROVIDE OPPORTUNITY FOR STUDENTS TO DISCOVER THEIR PROFESSIONAL AND VOCATIONAL INTERESTS AND APTITUDES BY ON-THE-JOB TRAINING.

EMPLOYER

1) PROVIDE ADEQUATE SUPERVISION AND ASSIST STUDENT WITH ON-THE-JOB LEARNING

2) ASSIST IN EVALUATION OF THE STUDENTS' PROGRESS TOWARDS CREDITS

3) VALIDATE THE JOB PERFORMANCE AND HOURS WORKED

BY PARTICIPATION IN THIS PROGRAM THE EMPLOYERS AVAIL THEMSELVES OF AN UNTAPPED RESOURCE OF ABLE AND HIGHLY MOTIVATED WORKERS

FOR FURTHER INFORMATION CALL MADISON HIGH SCHOOL, 255-6810 EXT 64

42.

P.A.C.E. PARTICIPANTS

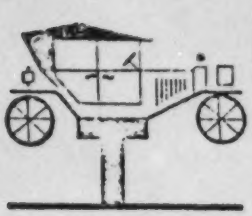
618	SHERATON HOTEL	618	PROVIDENCE HOSPITAL
618	BANFIELD VETERINARY CLINIC	618	HAIR VENTURES
618	DONALD E. LONG	619	RICE SCHOOL - H.O.S.T. PROGRAM
618	MULTNOMAH COUNTY SHERIFF	619	VESTAL SCHOOL - H.O.S.T.
618	PORTLAND POLICE - CENTRAL	618	PARK FOREST CARE CENTER
618	PORTLAND POLICE - EAST PRECINCT	618	BAPTIST MANOR NURSING HOME
618	DR. NAUGHTON - DENTIST	619	DAVID DOUGLAS DAY CARE CENTER
618	DR. TED SMITH - DENTIST	619	CENTRAL DAY CARE CENTER
618	DR. ROHLFING - ORAL SURGEON	618	J & J REMODELING
618	DR. NAKATA - DENTIST	618	MOTOR VEHICLES - COMPLAINTS
618	OREGON HUMANE SOCIETY	621	HIGHWAY DIVISION - DEPT OF TRANSPORTATION
621	HALSEY AUTOMOTIVE - BODY SHOP	621	EVERIST BROTHERS - AUTO SHOP
621	HALSEY AUTOMOTIVE - ENGINE REPAIR	618	MENLO PARK FLORIST
621	FLIGHTCRAFT	618	HAIREM EAST
618	ST. ROSE SCHOOL		

TYPE OF CREDIT EARNED

618 OFFICE PRACTICUM 46

619 CHILD DEVELOPMENT PRACTICUM

621 INDUSTRIAL TECH EXPLORATION



EVERIST BROS. INC.

OVER 50 YEARS SERVING YOU --- SINCE 1926

AUTO REPAIR SPECIALISTS

7305 N. E. FREMONT STREET
PORTLAND, OR. 97213 (503) 282-3241

October 28, 1982

Ms Carrie Jones
Madison High School
Portland, Oregon

Dear Ms Jones,

Today Wayne Herron, Madison High Senior Student, has completed his 4 week period of observation at Everist Bros. He has spent approximately 32 hours in our transmission, brake, tune up and Sun Computer II centers.

We found Wayne to be courteous, alert, and intelligent. Wayne always arrived before his scheduled 9 a.m. starting time and he called the office when there was to be a change in his plans--something his future employer will highly regard.

This is Everist Bros.' first experience taking part in a student training program--Wayne made it easy for us.

Sincerely,

M. S. Everist

M. S. EVERIST

THE NAME TO REMEMBER WHEN YOU CARE FOR YOUR CAR

VICTOR ATIYEH
GOVERNOR

Department of Transportation
MOTOR VEHICLES DIVISION
1905 LANA AVENUE N.E., SALEM, OREGON 97314

October 28, 1982

TO WHOM IT MAY CONCERN:

Candy Thorson worked in the Compliance Section of the Motor Vehicles Division for approximately 40 hours from October 4, 1982; through October 27, 1982, under the PACE Program sponsored by Madison High School.

While involved with this office, Candy was given various duties, such as opening files for our cases involving dealer complaints. This required typing index cards, xeroxing complaints, and a good deal of filing our records. She did some work with various manuals, i.e. adding and deleting informational materials within the manuals. Some receptionist and telephone answering was involved as well as arranging the office supply cabinet.

Candy proved to be a quick learner. She was energetic and displayed a cheerful attitude.

Sincerely,

Harry L. Barnett
Chief Investigator
Motor Vehicles Division

HLB:df

SAMPLE SCHEDULE

FOCUS MENU FOR CYCLE 7

	B-38	B-39	C-34	OTHER	
8:30-9:05	H/SS Psychology	M Percents/ Algebra	E Focus Blotter		EVERY DAY
9:10-9:45	E Reading Lab	SS Around the World (Geography)	Any Independent Study/ Personal Finance		
9:50-10:25	E Magazine Makeup (Creative Writing)	SS Living on Your Own	M Basic Math		EVERY DAY
10:30-11:08	H Health: Personality	E Writing Skills Lab	SS Criminal Justice		
	LUNCH	11:08 - 11:40		LUNCH	
11:45-12:35	PE Bowling	PE, H, Art Modeling		B-13 Art Clayworks	MON. . WED. . FRI.
12:40-1:30	A Crafts (Patch-work, Embroidery, Macrame, Cro-chet)	E Playreading		B-18 Art T-Shirt Art	
11:45-12:35	SS World News	S Solution of the Animal World	E/SS Interpretive Poetry		TUES. . THURS.
12:40-1:30	Art Water Color	Art, SS, E Video	PE Fitness	6th C-34 Period 2 'completes'	

46.

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: IIIA - Franklin Alternative School

1.a Grade levels and/or age levels of students served Grades 9-12
1.b Number of students enrolled 286 Number contracted _____
1.c Number of students enrolled by grade _____

9th	95
10th	79
11th	43
12th	69

2. What are requirements for admission? Is there a waiting list?

   Referral by students, parents, counseling staff or teachers. Some UP referrals are made. There are approximately 10 students on a waiting list.

3. What are some of the common characteristics of students admitted?

   a) Poor reading ability
   b) Lack of basic skills
   c) Attendance problems
   d) Alienated
   e) Need individualized attention and curriculum

4. Description of facilities -- How long have you occupied them? Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   The alternative program has existed for 8 years. We use three classrooms and office space full time, other classrooms, 8 class periods per day.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

   Individualized curriculum for speech, English, social studies, math, science and health; peer tutoring program in reading; informal classroom setting with personalized attention from staff.

6. Staffing:

Positions	FTE	Years at school	Degree/certification
1 teacher	1.0		
1 secretary	.5		
1 aide	.5		
1 teacher/ coordinator	1.2		

An additional 2.4 FTE from the regular staff is assigned to the Alternative School at all times. Specific teacher assignments vary per program needs. Therefore a total of approximately 5.6 FTE is alloted from Franklin's budget to serve the Alternative School.

a) Any problems in maintaining staff?

7. How are staff evaluated?

By Franklin High School administration.

8. What support services do you rely on, e.g., three schools sharing family counselor?

In-school support only, which reinforces the notion that alternative students are part of Franklin.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

Graduation from Franklin High School.
GED preparation for some.

a) Have students made satisfactory progress toward this outcome?

Yes.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

Students are enrolled one to two periods in alternative education and scheduled in Franklin's regular offerings for the remainder of the day.

11. Are students satisfied with the school?

I guess so -- we're full.

12. Does student behavior change at the school? Is it improved?

Yes. We have very few discipline problems. Attendance is monitored and must meet certain standards for students to remain in the program.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

Yes. Students work on individual assignments and must be responsible for their behavior.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

a) What is the average duration of stay/enrollment?

Varies from one semester to all year.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

Staff evaluation -- consultation with counselor.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

Not all. Some drop out of school -- many of these will return the next semester or school year.

17. Follow up of students -- How is it done? What happens to them?

We do not monitor students after they leave the program.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement
b) Teaching/staff
c) Support, equipment, etc.

Reading and Math placement by levels tests and others.

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

No formal method.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

21. What is the budget for the school? What are the sources of funds? How much from each?

$181,815 School Budget

22. What is the cost per pupil?

$181,815 divided by 286 = $635. approximately per pupil

23. If the Program's support had to be reduced by <u>50%</u> what changes would you recommend?

Closing the program. We are understaffed now.

24. If the Program's support had to be reduced by <u>20%</u> what changes would you recommend?

Reducing the certified FTE in the area of mathematics.

25. If the Program were to receive a 10% increase in support what changes would you recommend?

Add additional programs in English and Social Studies.

5087E
2-17-83

The Franklin High School Alternative Education Program

The Franklin High School Alternative Education Program is specifically designed to assist Franklin High School students to achieve their basic skills, have personally rewarding academic and social experiences at school, and make progress toward graduation. Using only resources from the regular staff and budgets of Franklin High School, the program uses small group instruction and personalized tutoring by adults from the F. H. S. staff and specially chosen students, and individualized instructional material to assist students in Speech, English, Social Studies, Mathematics, Science, and Health Education. Ten staff members (5.2 fte) serve upwards of 300 students during a typical school year.

Program staff members regularly attempt to pay particular attention to the non-school factors which might be influencing the student's school performances, to make special efforts to show personal interest in the students as human beings as well as students, and to support the students in their school related extra-curricular activities by attending the many athletic contests, etc., in which the students participate.

The program serves as a support to the "regular" school program at Franklin High School and attempts to upgrade the student's skills and knowledge in any given subject matter so that the students can return to that "regular" program as soon as possible.

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: IIB - WOODMERE ALTERNATIVE SCHOOL

1.a Grade levels and/or age levels of students served grades 4-12
1.b Number of students enrolled 65 -- +/- 2 (this number fluctuates) Number contracted
1.c Number of students enrolled by grade

Grade 4	1	Grade 8	12
Grade 5	7	Grade 9	10
Grade 6	5	Grade 10	12
Grade 7	3	Grade 11	7
		Grade 12	6

2. What are requirements for admission? Is there a waiting list?

   Please see the attached procedures for admission criteria. There is a waiting list; 20 students have been waiting since October to enter our program. This does not include referrals for the 1982-83 year.

3. What are some of the common characteristics of students admitted?

   Please refer again to attachment.

4. Description of facilities -- How long have you occupied them?
   Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   The Woodmere Alternative School is the product of a merger of two distinct alternative programs in southeast Portland. Dr. Gaynor Petrequin established the high school program at Marshall High School in 1973. The elementary program began in the fall of 1976 and served 4-6 grade students only. The elementary program was assigned one classroom in the east wing of the Woodmere School building. The high school program merged with the elementary school program in the fall of 1977. The high school program was essentially "thrown out" of the Marshall building. At this time the elementary school program expanded to include 7-8 grades.

   The current alternative school program occupies five (5) classrooms in the east wing of Woodmere School. One classroom serves a double purpose as a high school lounge during breaks and study hall. The 4-6 grade homeroom doubles as the school office. The library is our major resource and is available to us on a daily basis although library FTE is entirely funded from the regular primary school program. The gym is available to the program (without a gym teacher) for two, forty (40)-minute periods

per day. Vocal music is provided once a week for 30 minutes (FTE from the regular program). Slots are reserved in the ERC for Alternative School students.

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

The curriculum provides basic skills, survival skills, remedial labs, talented and gifted courses. Special Education students are incorporated into the program as space and handicapping condition allows. Special Education students are generally those with learning disabilities and accompanying inappropriate social behavior. These students and students with mild emotional disorders are often children in transition from the courts, group homes or other residential programs.

Our instructional delivery system allows for the individual needs of each student to be met. Students and staff develop long- and short-range goals for academic and behavioral progress. A wide variety of teaching techniques and materials are used to effectively meet the needs of a broad population of students. The staff is a well-rounded staff in terms of knowledge of many subject areas. Considerable materials currently being used are teacher made.

Students are grouped in terms of age and ability whenever appropriate. All 4-6 students are grouped into a homeroom for their basic skills courses. The same is true for the 7-8 grades. High school students are placed into home rooms for Math, Literature, and Independent Studies on the basis of skill level and credit accumulation. Students requiring placement in our TAG program and/or remedial lab receive additional instruction later in the day.

6. Staffing: Positions FTE Years at school Degree/certification

Section 1: Grades 4-6 FTE 1.0. Six years with the program - Ethel (Eddy) Schuldman. B.A./M.S. Elementary Education, Extreme Learning Problems Cert., and Handicapped Learner Certificate. Pre-Kg.-H.S. serves as Head Teacher and extended responsibility, also.

Section 2: Grades 7-8 FTE 1.0. One year with the program - Jeannette Pasternak B.A./M.S. Urban Education - Elementry Certification Pre-KG.-8.

Section 3: Grades 9-12 FTE 1.0. Seven years with the program. B.S. Secondary Education. Social Studies Certification grades 5-12. Working on M.S. currently.

Section 4: Grades 9-12 FTE 1.0. Three years with the program - B.S. Secondary Education. French and Social Studies Certification. Grades 5-12 and Elementary Education certificate. Currently working on M.S. and T.A.G. certification.

Section 5: Grades 9-12 FTE .5. First year in program. B.S. Secondary Education. Social Studies - Kim Davis.

Teacher Aides FTE 1.25

Penny Harold: 2 years with the program. Holds current Elementary Education certificate. Experienced in multi-cultural education. Serves as half-time secretary/half-time aide.

Jeff Edmundson: 2 years with the program. Currently working toward Elementary Education certification. B.A. Political Science and Psychology M.A. Developmental Psychology. Serves as full-time aide.

Kathy Frison: 3 years with the program. High school diploma. Experience in child care, nursing home care. Strong background/knowledge in the health sciences.

a) Any problems in maintaining staff?

No, we tend to remain with the program for a minimum of two years. In general, the largest staff turnover occurs among instructional aides.

7. How are staff evaluated?

The Principal has the responsibility for evaluation. The Principal delegates the Head Teacher to observe and provide input in addition to Principal's classroom visitations. Head Tacher and teaching staff are asked for input toward evaluation of aides.

8. What support services do you rely on, e.g., three schools sharing family counselor?

Very few support services are supplied. More assistance is needed. Currently, services received include: 1) School Mental Health MSW (8 hours weekly - shared with the regular program); 2) Special Education MSW (1 day per week); and 3) Attendance Aide shared among five schools.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

Realistic outcomes are specified on an individualized basis. The general goal for each student is to keep him in school long enough to fulfill short- and long-term goals (i.e., increased academic skills to grade level, graduation from 8th to 12th grade, transition to regular program, and/or maintain current Alternate Program placement).

High School students may earn a standard high school diploma, modified diploma (special education), or certificate of attendance, in accordance with current PPS criteria. We do not offer a GED program. Curriculum is based on the curriculum offered by PPS but is modified to meet the instructional, rather than age level, of the student.

a) Have students made satisfactory progress toward this outcome?

Yes.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

    See attached sample of Master Course Directory for one six-week cycle.

11. Are students satisfied with the school?

    Apparently, yes. Students made a verbal contract with the school as they enter the program. Only students wishing to participate in the program attend. They usually refer their friends to the program as well.

12. Does student behavior change at the school? Is it improved?

    Yes, most students display inappropriate behaviors upon entry. Behavior management is an integral part of the program. Improved behaviors in school are apparently generalizing to improved public/community behaviors as well. Many students transition from court programs to our school. Few are referred back to the courts.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

    Yes. Students earn responsibility privileges based on improved attitudes and school progress. Examples of this are student involvement in: Big Brother/Sister Program, student secretaries, peer tutoring programs, library aides, child care for PTA, A-V service, kitchen duty, outdoor school counseling (high school students only).

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

    Daily attendance figures average 50-55 students per day. Many students improve their attendance records.

    a) What is the average duration of stay/enrollment?

    Elementary grade students average two years in the program if they remain in the same home. A few students are presently in their 4-5th year of attendance. High school students also tend to remain in the program about two years, although many have attended the complete four-year program.

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

    Specific criteria is listed detailing academic and behavioral performance necessary for such a transition. Criteria is individually prescribed and applied. Students demonstrating appropriate social, emotional, and academic behaviors may elect to remain in the program. The program is viewed as a viable alternative to the traditional classroom. Generally, successful students are those who have eliminated 90% or more of their negative entry level behaviors and are near appropriate academic levels.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

Students who are recommended for transition to a regular classroom have been quite successful in their new placement. Students who withdraw and transfer without our recommendations are not making successful transitions. Some students (3-5 at the high school level) drop out for personal reasons and generally do not re-enroll elsewhere.

17. Follow up of students -- How is it done? What happens to them?

FTE is not sufficient to have a formal means of follow-up. To date, follow-up has been subjective. The program is currently developing a system for follow-up that would provide us with detailed information with minimal staff work. Contact personnel in local buildings provide us with informatin. Graduates tend to keep in touch with us on a personal level. Most graduates are employed currently -- few are college-bound.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement
b) Teaching/staff
c) Support, equipment, etc.

A behavior management system monitors student behavior and performance six times per day. Students requiring more intensive monitoring are placed on travel cards, etc. Achievement is tracked by several means as is deemed appropriate for each individual student. Criterion referenced testing is the main feature of our academic testing program. It is supplemented by Structures of Intellect (SOI), Key Math, Woodcock, Gilmore Oral Reading, Individualized Math and Reading Skills Inventory, and PPS Achievement and Competency Exams (PALT). The Hill Walker and other behavior inventories are used as needed.

Individual long/short goals are revised as indicated by performance on any given inventory or management system. Staffings occur at least two times per year on each student. Information from the affective domain is informally collected by teachers from individual students. Each staff member serves as a guidance counselor to a group of students. Students select the staff member they wish as counselor.

Field trips are an integral part of our behavior management system. Students are expected to earn such community excursions on a weekly basis. Field trips serve several purposes: 1) motivation/incentive; 2) practice social skills in a community environment; 3) development of community awareness; 4) career education; and 5) development and practice of survival skills.

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

Yes, anecdotal and management records are maintained. Referring schools continue to send us new referrals which indicates we are able to assist

them with difficult students. Contact with referring principals and teachers assures us that we are definitely relieving them of serious disruptors and are returning good students to them. High-risk students require teachers with special training -- our staff has demonstrated the required skills for working with these students.

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

MCAP and the local school advisory committee receive a monthly report from Eddy Shulaman, Head Teacher. A student representative serves on the advisory committee. The Area II Advisory Board has devoted two meetings to alternate schools. Members have been invited to visit. Members of the PTA and Woodmere Advisory Council have visited.

21. What is the budget for the school? What are the sources of funds?
How much from each?

Total budget is $171,168. The program is funded by the school district.

22. What is the cost per pupil? $171,168 - 65 = approx. $2633. per pupil.

23. If the Program's support had to be reduced by 50% what changes would you recommend?

The program could not function with half of our budget removed. We would have to recommend program elimination.

24. If the Program's support had to be reduced by 20% what changes would you recommend?

The staff is currently extended beyond reasonable expectations at present. High school graduation requirements could not be met. Competencies and achievement expectations by PPS could not be met. We would recommend elimination of the program.

25. If the Program were to receive a 10% increase in support what changes would you recommend?

A 10% increase would be approximately $17,117 - Increase .5 teacher to 1.0 and add .5 aide or lease van for program.

WOODMERE ALTERNATIVE SCHOOL

REFERRAL FORM

NAME _____ SCHOOL _____

DATE OF BIRTH _____ GRADE _____ DATE _____

ADDRESS _____ PHONE _____

NAME OF PARENT/GUARDIAN _____ HAS PARENT/GUARDIAN BEEN NOTIFIED _____

Reason for referral: _____

Interventions attempted: _____

Is there a record of retention? _____ What grade? _____

Has the student been referred for psychological testing? _____ When? _____

Does the student have a handicapping condition as defined by PL94-142? _____

What label has been assigned? _____

Is an IEP on file? _____ Who is the case manager? _____

List support services the student is receiving through the school and/or community: _____

NOTE: IF THE STUDENT IS ACCEPTED - IT IS ONLY ON A TRIAL BASIS. THE STUDENT MAY BE REFERRED BACK TO THE HOME SCHOOL.

_____ _____

TEACHER SIGNATURE PRINCIPAL APPROVAL

_____

...WHO WAS ...

Interview date: _____

...pleted the psychological review of _____ on the

_____ Parent ... Referral ... Reasons: _____

PORTLAND PUBLIC SCHOOLS
6540 Southeast 78th Avenue . Portland, Oregon 97206
Phone: (503) 777-1533
WOODMERE ALTERNATIVE SCHOOL

REFERRAL PROCESS SUMMARY

1. Students deemed appropriate for referral to the Woodmere Alternative School shall be referred to the home school building screening committee.

2. The ESC will consider testing in cases where a student may appear to qualify for a handicapping label under the specifications of PL 94-142

3. Handicapped students will only be accepted into the program pending available space in the ERC and only if their cumulative folder contains an IEP. A handicapping condition will neither positively or negatively influence entry to the program.

4. If a student is not considered a potential special education student, this should be noted on the Alternative School referral form.

5. Referral forms not indicating sufficient information or appropriate building level procedure will be returned.

6. All Alternative School candidates will be observed in their home school classrooms by one of our counselors prior to an interview.

7. Home schools will be notified of each candidates status for entry to the program.

8. Each student will formulate performance goals. A home school will be notified when a student sets a goal of returning to a regular program. If this is a realistic goal, standards for such a transition will mutually be agreed upon.

9. Transition back to a regular program must be preceded by a satisfactory home school conference.

Criteria for referral and selection include students who are:

1. Bored, turned off, angry
2. Slow learners
3. Gifted
4. Truancy Problems
** 5. Misplaced Special Education Students
6. Any conceivable combination of the above.

** With approved change of placement from the Area Special Education Office.

All referrals are made through the school principal via the BSC committee.

All students must live in the Marshall High School feeder area. (Special exceptions may be referred to the Area II office). The referral procedure has been simplified to avoid unnecessary bureaucracy.

Students not presently enrolled in school may be referred through a social support agency such as CSD, Youth Service Center, and the Courts.

Special Education students must be screened for a review of placement

A referral form is sent to our office

We contact the student and parent or guardian to arrange for an interview.

Staff/Student/Parent interview takes place

The student visits the program for one day

Pending available space, appropriate students are accepted into the program for a three week probation period and are placed on a behavioral contract

WOODMERE ALTERNATIVE SCHOOL MASTER COURSE DIRECTORY

DECEMBER 13-FEBRUARY 4 1982-1983	EDDY	JEFF	JEANNETTE	KATHY	PENNY	LARRY	GENE	KIM	EDIT
PERIODS									
I. 7:00-9:40	4-6TH MATH #38	TEAMING →	7-8TH MATH	H.S. MATH #40 EDDY	SECRETARY OFFICE #37	H.S. U.S. GOV'T. #39	H.S. * ALGEBRA #47	H.S. ENGLISH #46 *	
II 9:40-10:30	4-6TH READING #38	TEAMING →	7-8TH READING	H.S. MATH LAB #40 EDDY	SECRETARY OFFICE #37	H.S. ENGLISH LIT. #39 *	H.S. CONTEMP. SOCIAL ISSUES #47	H.S. ENGLISH LAB. #46 *	
III. 10:45-11:20	OFFICE	H.S. SCIENCE CHEMISTRY #38 EDDY	OFF	OFF	7-8TH TYPING #37 EDDY	H.S. PERSONAL FINANCE #39	4-6TH P.E.	7-8TH WORLD GEOGRAPHY #46	STUDY HALL
IV. 11:20-12:00	OFFICE	U.S. HISTORY #38 LARRY	U.S. 7-8TH GOVERNMENT	G.S. MATH LAB #40 JEANNETTE	G.S. READING LAB JEANNETTE	H.S. CRIMINAL JUSTICE #39	H.S. GLOBAL ED. #47	TEACHING	
V. 12:40-1:20	5-6TH G.S. SCIENCE #22	OFF	7-8TH CAREER ED.	H.S. CONSUMER EDUCATION #40 GENE	H.S. TYPING #37 EDDY	OFF	H.S. FRENCH. #47	PLANNING TIME ALSO FROM 12:00-12:30 NO NOON DUTY NO INTERVENTION CONFERENCES	NEW
VI 1:20-2:00	H.S. HEALTH #38	H.S. MUSIC SURVEY #46 EDDY	4-6TH CHILDREN'S LITERATURE #40	7-8TH HEALTH: FIRST AID JEANNETTE	OFF	7-8TH SCIENCE #39 *	OFF		

* DENOTES COURSE TAUGHT OUT OF CERTIFICATION AREA. NAMES IN RIGHT HAND CORNER INDICATE SUPERVISING TEACHER FOR INSTRUCTIONAL AIDES.

Questions to be answered in evaluating District Internal Alternative Programs. (Sources of information will include School Principals, Program Leaders, Site Visits with Teachers, Support Staff and Students, District and Program Files, Data Bases and Past Program Reports.)

Carolyn Moilanen, Evaluation Department

Program: ID - CATCH II

1.a Grade levels and/or age levels of students served Grades 6-12/10-18 years

1.b Number of students enrolled - Presently, 19 scheduled as individual participants once a week; 32 in special groups through special education classes. Number contracted: 51 present
6 transitional
9 screened
66

1.c Number of students enrolled by grade

Kindergarten - 12	
Age 10 - 0	Age 14 - 11
Age 11 - 4	Age 15 - 3
Age 12 - 8	Age 16 - 1
Age 13 - 5	Age 17+- 7

2. What are requirements for admission? Is there a waiting list?

   Enrollment in Portland Public Schools. Referral by staff or request by parent or outside agency. Program screening.

3. What are some of the common characteristics of students admitted?

   Interest in outdoor work experience, poor social skills, disinterest in traditional school program, low academic skills, potential dropout, difficulty with authority figures, attendance problems, disruptive behavior, physical or emotional handicaps. Students with leadership potential receive training in Catch.

4. Description of facilities -- How long have you occupied them?
   Do you use any other facilities on a scheduled or regular basis, e.g., gym, shop, agreement with businesses?

   Office space, Adams High School - 6th year.

   Program work sites: Larch Mt. - 13 years
   Kelley Pt. Park - 13 years

5. What are the main features of the curriculum? What are the unique features? (Levels of materials, grouping of students, required/elective subjects)

- Alternative educational setting
- Outdoor work experience credit
- Small group/task-oriented activities
- Integrated grouping of age, sex, race, handicapping, academic levels
- Opportunity for field trips for district classes
- Supplemental to regular school programs

6. Staffing:

Positions	FTE	Years at school	Degree/certification
Program Dir.	1	15 years	MA/Speech Correction Admin. Credential
Teacher	1	3 years (fed. cont.) 3 years (dist. cont.)	MA/Elementary MA/Secondary

a) Any problems in maintaining staff?

Loss due to budget cuts.

7. How are staff evaluated?

By Maralyn Helzer, Assistant Superintendent, Special Programs

8. What support services do you rely on, e.g., three schools sharing family counselor?

No response.

9. What are the expected (realistic) outcomes for the students, e.g., reenter public schools, GED?

Successful participation in regular school program.

a) Have students made satisfactory progress toward this outcome?

Yes.

10. How do students spend their time at the school (scheduled/allocated time and time actually on task)?

One day per week at outdoor program worksite -- trail maintenance, environmental ed., field trip guide training, related excursions ot other facilities (e.g., OMSI, Forestry Center, Bonneville, etc.).

11. Are students satisfied with the school?

Generally extremely satisfied.

12. Does student behavior change at the school? Is it improved?

Yes, often drastically.

13. Do students show more personal responsibility (e.g., work with less coaxing, meet commitments)?

Yes.

14. What is the average daily attendance? Do attendance patterns of students change during the time they are enrolled?

Attendance with program generally very good -- regular school attendance usually improves.

a) What is the average duration of stay/enrollment?

1 - 2 semesters (Referral population tends to have high transfer rate and mobility due to family situations.)

15. How do you determine when a student has made sufficient progress and is ready to leave the school?

Joint decision of regular school, program staff and student.

16. Do students who leave meet your criteria for leaving? What are their chances of success at the next step?

Improved.

17. Follow up of students -- How is it done? What happens to them?

High level of communication with regular school staff, outside agencies and parents.

18. What kind of information do you collect routinely on the students? What do you do with it?

a) Achievement
b) Teaching/staff
c) Support, equipment, etc.

We stay in touch with teachers regarding regular school behavior, attendance, academic progress (Monitor effect of program on in-school behavior.)

Contact with outside agencies - i.e., court, CSD (awareness of students' status, expedite services to student, liaison for information between agencies).

19. Do you have a way of determining the effect of the school on: (a) students, (b) other public schools, (c) staff?

observation; discussion; communication with staff

20. To what extent are Area and School Advisory Committees aware of the school?
Have they visited?

Presentations, conferences, information presented. Probably limited awareness. Numerous invitations extended - response limited.

21. What is the budget for the school? What are the sources of funds? How much from each?

Total Budget: 82-83 $71,249 (District programs budget)

Staff: 2 FTE plus

Vehicle rental	$2,164	Supplies	942
Gas, maint.	1,298	Phone	386
Local mileage	$1,947		
Insurance	649		

22. What is the cost per pupil?

approximately $1,400 per pupil.

23. If the Program's support had to be reduced by 50% what changes would you recommend?

Reduce student services, plus #24

24. If the Program's support had to be reduced by 20% what changes would you recommend?

Reduce operating expenses other than vehicle rental, insurance, phone. Program Director change from 220 to 210 day contract.

25. If the Program were to receive a 10% increase in support what changes would you recommend?

Increased funding would be useful if it was sufficient to allow for an additional staff member and/or a second vehicle.

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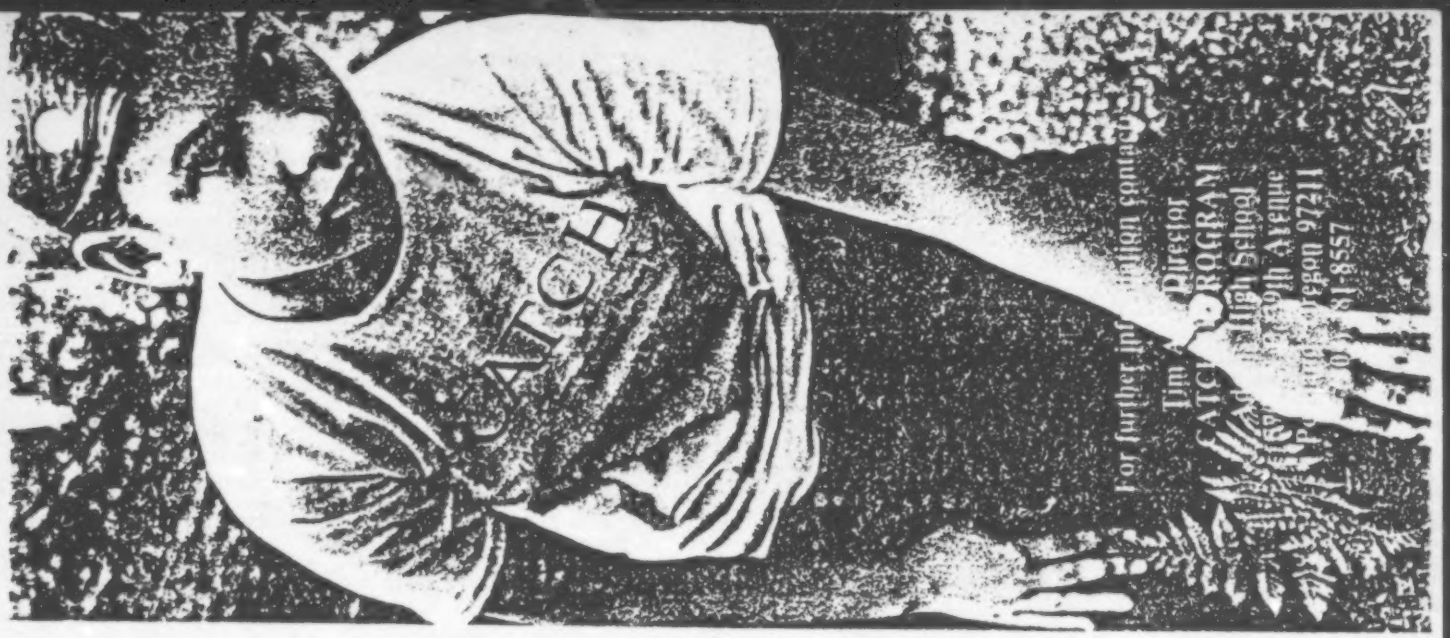
2-17-83



Project Catch II

Project Catch II

Photo Credit by Wes Guderian --The Oregonian

For further information contact:

Tim Ash, Director

CATCH II PROGRAM — Adams High School

5700 N.E. 39th Ave., Portland, Oregon 97211

(503) 281-8557

CATCH II PROGRAM

A Unique Educational Experience

CATCH II is part of the Portland Public Schools' Prescriptive Education Program and is used to help individualize students' educational plans. In conjunction with their regular school schedule, CATCH II works to meet the needs of those students who require a learning environment other than that available in the traditional school setting.

Activities of the program center around a 240-acre site on Larch Mt. east of Portland, Oregon, in the Cascade Mountain Range. Students in grades 5-12 have developed the site into an environmental education center. The property is interlaced with over 7 miles of trails, bridges, shelters, and nature study areas.

The CATCH II staff works with teachers to develop continuity between CATCH II activities and the regular school program. Through active involvement in maintaining the site, students are exposed to an enjoyable, rewarding, and non-threatening opportunity to develop the necessary skills for a successful school and future work experience. By encouraging the students to participate more fully in school activities and providing them with opportunities for practical application of skills, the students' employability is increased.

While the program uses outdoor work as a vehicle for these experiences, the emphasis is not on specific job skills, but, rather those general skills required in any job. Often times young people who experience difficulty on a job are able to perform the specific tasks involved but lack the social work skills that promote getting along with supervisors and co-workers, responsible attendance patterns, and those qualities which produce reliable and responsible workers.

During each school year the program averages direct contact with over one hundred students. An additional 500-700 students, teachers, and parents visit the site on guided tours directed by the student staff. In addition to the school year program, CATCH II has, since 1971, operated a full summer youth employment program. Each summer, in conjunction with the City of Portland, Youth Career Training Program, over 150 young people are hired to work at Larch Mt. and Kelley Pt. sites.

The CATCH II Program has been commended by the Bureau of Land Management as "one of the best in the nation." It is considered by participating city agencies and Portland Public Schools to be a unique and highly rewarding experience for their youth.

PORTLAND PUBLIC SCHOOLS
CATCH II PROGRAM
5700 N.E. 39th Avenue / Portland, Oregon 97211
Phone: (503) 281-8557
Tim Ash
Director

CATCH II - Student List (as of 2/7/83)

I. Active participants:

NAME	PARENT SCHOOL	GRADE
Allen, Rashid	Ockley Green	6
Smith, Milee	Ockley Green	6
Bopp, Cheryl	Vestal	8
Bowen, Gene	Vestal	7
Olson, Lisa	Vestal	Age 14/SLC-A
Center, Gary	Lent	7
Christenson, Kevin	Lee	7
Eagles, David	Lee	7
Fergusen, Curt	Lee	7
Crain, Jim	Gregory Hts.	8
Hertl, John	Gregory Hts.	Age 11/SLC-B
Shaw, David	Gregory Hts.	8
Robertson, Sarah	Rose City Park	8
Willoughby, Sue	Rose City Park	8
Taft, Cheri	Glenhaven	7
[illegible], Kurt	Mt. Tabor	8

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II. Classes Participating:

TEACHER	SCHOOL	CLASS
Bill Blalock	Ockley Green	SLC-B
Carrie Rohn	Jefferson H.S.	SLC-A
Karen Fabos	Lent	SLC-B
Jan Soble-Long	Kelly	Develop. Kdg.
Joan Marquis	Sellwood-Social Worker	6th

III: Students already transitioned:

STUDENT	SCHOOL	GRADE
Carinio, Ron	Ockley Green	8
Leverette, Preston	Ockley Green	8
Daughtery, Cynthia	Madison-Focus	12
Davis, Sean	Madison-Focus	11
Kay, Allen	Columbia/Whit.	8
Morgan, Gena	Vestal	7
Taylor, Thad	Lee	7

SCHOOLS PRESENTLY SERVED BY CATCH II:

Individual referrals:

Glenhaven

Gregory Hts.

Lee

Madison-Focus Program

Mt Tabor

Ockley Green

Rose City Park

Vestal

Special Class Scheduling:

Grant-Night School

Gregory Hts.-SLC B

Jefferson H.S. SLC-A

Kelly Disabled Kdg.

Lent

Ockley Green SLC-B

Sellwood

Woodmere Alternative

OUTSIDE AGENCIES:

B.L.M.

Juvenile Court

Multnomah County C.S.D.

Parks Bureau

P.C.C.